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The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XXI No. 3

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COVER:

African Bush School students holding up an elephant's foot.

Photograph by Vivian Gulleen.

CONTENTS

ARTICLES PAGE

HELPS FOR TEACHERS OF BEGINNERS .. 4

HELPS FOR PRIMARY TEACHERS 8

HELPS FOR TEACHERS OF JUNIORS 12

HELPS FOR TEACHERS OF INTERMEDIATES 17

NEWS AND VIEWS 21

THE CATECHISM VISUALIZED 23

MAY SMITH'S STORYTELLING CLASS 28

WRITE YOUR CONGRESSMAN! 32

EDITORIAL

IN THIS ISSUE 1

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In This Issue

By THE EDITOR

FRANKLY, I had completely missed the bush school until I heard about it in December, just a few days before starting this column. Perhaps you are familiar with it. It is a significant and important movement, I am certain. We should learn more about it, and I hope to have a complete report on it in a later issue. But right now I think we can learn something from it.

Each One Teach One

The bush school, as I understand it, operates on an "each one teach one" principle. "Each one teach one" is the technique Dr. Frank Laubach worked out to teach reading so successfully. As you learn, you teach someone else. That is part of the learning process. You teachers know that the person who learns most from a lesson is the teacher. The bush school takes people out of the bush villages, gathers them together in some central location, teaches them the gospel, and then sends them back into the bush villages as evangelists and teachers.

That is the general idea of the bush schools in East Africa. Several of this month's articles on helps for teachers of *Christian Growth Series* refer to these schools and suggest that you write your Board of Foreign Missions for information and material available.

Where We Are

But it is the *learning from it* that concerns me at the moment. This "each one teach one" principle is what we need to follow. We seem to be so all-fired afraid to testify to our faith until we know all the answers. We should start where we are, and be willing to testify to the faith we now have. And God will nourish that faith

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and bless our testimony. We will never have all the answers—not in this world—of that we can be sure.

We Christians need to come together, too, to discuss and test our knowledge of our faith, and learn techniques to define and express our faith clearly. Then we should go back to our own villages or congregations or offices or homes, whatever our bailiwick, and carry on the teaching evangelism.

Some Upsetting

As I see it, the bush school also does some upsetting of tradition, from which we might learn. It does not follow the pattern: 1. Make a survey. 2. Call a meeting. 3. Buy a lot for church and parsonage. 4. Get a pastor. 5. Build a parsonage. 6. Build a church. 7. Advertise. 8. Repeat. 9. Rest. It just gathers some folks together, teaches them the Gospel, sends them out, and from that, schools start. And congregations, too, I guess.

Well, I would not advocate a program of as-we-are in the building department. But I am certain we will never meet our evangelism opportunities if we think our building programs must keep pace with our enrollments. For no building, if we do our job for Christ, will hold all our people for a Sunday morning educational program. If we are actually to reap the harvest of an evangelism program, we must be willing to upset tradition and hold school anywhere and anytime we find it best.

I am told that some of the bush teachers do not turn out very good. They suffer from "a little education." Then the program breaks down and a new teacher must be trained. That is the chance the bush school system must take. We will have to take some chances, too, if we are to have sufficient teachers to reach the millions of unreached in our country. But we can train our teachers. And through continuous training meetings our teachers can grow in their knowledge of the Lord Jesus Christ and in their skill to teach.

Same Root System

Perhaps the bush school intrigues me because it seems to spring from the same root system as the Triple T program. The Triple T plan gathers selected persons at a central location, trains them, and sends them back to teach others. It is our version of the "each one teach one" plan. We will have to compare notes

frequently with our fellow workers in East Africa.

As mentioned last month, the March issue emphasizes the *Christian Growth Series* helps for the third quarter, brought to you in plenty of time for you to begin early preparation. The articles on the helps give many specific suggestions. You will want to turn right off to the one for your department.

But, there are other features, too. Ruth Swanson's second article on storytelling, for example. Dr. Hiltner's *News and Views*. And the Rev. Arnold Jahr's fine job of bringing us up-to-date on the catechism visualized.

I have not been acknowledging letters commending THE CHURCH SCHOOL TEACHER, but we do occasionally get them. And frequently folks at Triple T schools speak a kind word. For all such, thanks, thanks. If you have suggestions, we shall welcome them. If you have the yen to write an article we shall be glad to get it, and if possible, publish it.

"If all the infants baptized in America came to be steady pupils in the Sunday church school, we would not today face a situation in which half the total population under twelve, 13,000,000 *boys and girls, receive no formal religious training whatsoever. Often we have let baptism become a kind of isolated event with little or no preparation or follow through. Consequently thousands of children, and their parents, have been lost to the Church and to Christ."*

Quoted from the booklet, *"Revitalizing the Nursery Roll" by* RALPH NORMAN MOULD.

Helps for Teachers of Beginners

Christian Growth Series, Beginners I, Third Quarter

By RUTH SWANSON

UNDOUBTEDLY, most of the Beginners Departments have already used the Easter story, which, although it is the first lesson of this quarter, closes the last unit of the previous quarter.

As we look into the material for the third quarter, we find the remaining lessons are divided into two units: "God's Family" and "God's World."

Unit B

Evangelism is currently being emphasized throughout the Lutheran Church and Unit B offers an opportunity to stress the children's part in overseas evangelism. It is our opportunity to further develop an understanding of other people in the world who belong to God as much as we do, and thus strengthen the foreign mission emphasis which was begun in the previous quarter.

Youngsters will be reminded again that they can and should help in telling others about Jesus.

Teacher Background

The more our youngsters learn about the different nationalities, the more interested they will become in this unit. Therefore, we must enrich our own background concerning the life and customs of the people on various mission fields. We suggest *Around the World With the Bible* by Gertrude Rinden, and *My Story Book About the Bible* by Mabel Neidermeyer, for stories having reference to incidents in child life of foreign countries. Although these are not written in beginners language, they can easily be adapted and used as motivational material for group projects.

Sections in the *Augustana Annual 1952,* concerning the work of the Board of Foreign Missions, the Women's Missionary Society and Lutheran World Action, as well as *Augustana Overseas 1951,* furnish good background material. These are Augustana publications, but similar ones are available in the American Lutheran Church.

Suggestions for Teaching

Pictures of children of different nationalities, as well as introducing the youngsters to various customs, e.g., handshakes as suggested on page 21 of the Teacher's Guide, will increase their interest in these members of God's family. The leaflet cover pictures for Lessons 2 and 5 (note page 29 of the Guide for explanation) as well as pages 66-67 in "Tell Me About God," are excellent for this purpose. The picture sets, *Children at Worship Around the World,* and *Children and Their Homes Around the World,* obtained from your publishing house or missionary headquarters, are valuable teaching material, very usable for presession activities.

Unit Songs

"The World Children for Jesus" and "Boys and Girls of Every Color" in *Songs for Children* are appropriate unit songs and excellent ones for illustrating, either with children's original drawings or pictures cut from old leaflets and magazines.

For presession variety, you may wish to teach the following finger play:

Small pictures of children representing each land may be fastened to the fingers of the left hand with scotch tape and pointed to as each line is given.

You live in China? God loves you there.
You live in India? For you He cares.
You live in Mexico? He welcomes you.
You live in Africa? He loves you, too.
You live in America? To you He said
Be little messengers my gospel to spread.

Select a Field

If time did not permit carrying out a group project with missionary emphasis as suggested for the last quarter, Unit B of this quarter would be a good basis for it. Select one mission field to be considered. Arrange a bulletin board with pictures of that field and people associated with it, changing them from time to time in order to maintain interest.

Spend some of the presession time telling the group about the field and its missionaries. A project which could continue throughout the entire unit, besides the offerings designated for that field,

would be packing a box of Bible pictures cut from left-over leaflets and mounted.

We suggest, also, that together with the other departments of the church school you might choose to consider a Bush School in Africa for a project originating in this unit, but continuing throughout the year. See "Helps for Primary Teachers" for a description of and suggestions for such a project.

A Program

A short program incorporating the songs and Bible verses the Beginners have learned, and sharing the experiences gained from their projects with another department or their parents would be a fitting culmination of Unit B.

UNIT C

The lessons of Unit C are based on the story of creation, and place emphasis on praise and thanksgiving to God for his gifts to us.

Teacher Enrichment

Throughout this unit we are dealing with the early chapters of Genesis, one of the very interesting and highly significant parts of the Bible. We all need to pray for guidance in helping our Beginners to recognize that God is the Creator of this beautiful world, to become aware of all the gifts of God's love, and lead them to make wise use of them.

In addition to reading all the Biblical basis for each lesson, and the stories in the leaflets and Teacher's Guide, it will help you in *telling* them to your class if you will read these same stories as written in Bible story books. The following list is representative of such books (in order of difficulty):

Tell Me About God, Jones.
The Story of Creation, Jones.
Child's Story Bible, Vos.
Egermeier's Bible Story Book.

Suggestions for Teaching

There are several inexpensive books of the picture variety which would appeal to Beginners and arouse interest in creation and God's care for it. Some such are:

God Gave Me Eyes, Burt.
God Feeds Them, Johnston.
Every Good Gift, Grunbook.
God Is Good, "Betty and Bob" Series.

God Gave Me Eyes has also been produced in colored slides. This set would afford a bit of variety during some presession time.

"And God Said the Sun Should Shine," in *Songs for Children*, is a song which fits into the study of this unit very well and lends itself

easily to illustration. Experiment a bit. You can use this song as the basis of a chalk talk, and with a little practice it can be done in rhythm with the singing of it. The Beginners will love it, and with just that bit of motion to add interest, they will learn it almost immediately.

Delightful Climax

There would be no easier way to teach Beginners about God's gifts of rain, sun, food, birds and flowers than to plant some flower seeds, as suggested on pages 37 and 38 of the teacher's guide. A real out-of-doors experience could be provided them if this planting were done on the church property. This would mean a trip to that spot each Sunday with stress upon the thought of the particular lesson. A delightful climax to such an activity would come when the group could share the blossoms with others, or use them to give a bit of atmosphere to the Beginners room.

The Teacher's Guide, page 35, suggests making a scrapbook which would grow throughout the unit. Even though each individual child makes one to take home at the close of the unit, it would be well to direct their interest to a composite book also which could be given to an absent member. This activity would help the group keep in touch with that child and also maintain the absentee's interest in the work of the class.

And a Reminder

In a closing paragraph, we would re-emphasize the importance of adequate preparation. The attractive pupils' leaflets are very helpful as teaching aids, but were not meant to be used as the sole teaching material.

Consult your Teacher's Guide frequently during each preparation. It contains many helpful suggestions as to how best to accomplish the aims of each lesson. By prayerfully planning your preparation you can be assured of purposeful teaching.

"So many Christians are like a steam engine on a sidetrack—All the steam goes through the whistle, but the wheels never turn."

Quoted from CONRAD BERGENDOFF in an address *by* REV. KARL J. WILHELMSEN.

Helps for Primary Teachers

Christian Growth Series, Primary II, Third Quarter

By ERNESTINE SANDEN

A Look at the Third Quarter

UNIT A, *How the Church Grew,* Lessons 1 to 7, is a continuation of Unit C in the Second Quarter so it must be considered to have nine lessons. The aims for this unit are stated by the authors on page 53 in the Teacher's Guide for Primary II, Second Quarter, and on page 6 in the Teacher's Guide for the Third Quarter. When these are checked with the aims as stated for each lesson, this unit actually becomes an evangelism training course for the Primary child. It has great possibilities.

Unit B, *Bible Pictures,* Lessons 8 to 13, is a series of Bible story picture studies. Note the description of this unit on page 6 of the Teacher's Guide and the aims as stated for each lesson.

Departmental Study

Although it is not planned that this article should dwell on the need for aim-centered departmental study and planning of each unit, it is imperative that it be done. A plan for such study and planning is given in the *Helps for Primary Teachers* January 1952 CHURCH SCHOOL TEACHER. We are praying that many of you will taste of the joy which comes from teaching lessons so prepared.

Materials for Unit A

The suggestions made for the Augustana Lutheran Church can be applied to similar materials in the American Lutheran Church by contacting the church headquarters or publishing house.

For Teacher Background:

1. Be sure to do the Bible study as suggested in "The Teacher Prepares" for each lesson in the Teacher's Guide.

2. The film, *Fire on the Earth,* produced by the Presbyterian Church and available for rental at our audio-visual departments can be used. In some cities a local agency is likely to have it for rent. This film will give the teachers a quick review of church history, very necessary background.

3. Secure up-to-date information concerning the home, foreign, and social evangelism (mission) work of our church. The current issues of the following will be very helpful:

a. *The Augustana Annual 1952,* and *Augustana Overseas 1951,* from the Augustana Book Concern. *Augustana Overseas* lists the films, slides, and tracts available for church use. It also gives the needs of each mission field which could help your church school select a worthwhiel project as an outgrowth of this unit.

b. Each local area of the church has its own special interest and responsibility, such as homes for children and the aged, as well as hospitals. Ask your pastor for the latest information on this work. Write to these institutions, or where possible, visit them, for interesting facts and current needs.

For Use with the Children:

1. Pictures depicting the Easter story.

a. The large Bible picture charts.

b. The Standard Art Pictures, "The Life of Christ."

c. The leaflet covers from the second and third quarters in all the courses of Beginners and Primary.

2. Pictures of foreign, home, social, and local evangelism work.

a. The Board of Foreign Missions and the Board of American Missions, 2445 Park Avenue, Minneapolis 4, Minn., and the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Illinois, will loan such pictures or materials.

b. If the material your church school superintendent received for Deaconess Month 1951 has been preserved, the pictures in that set would fit into this unit. The Immanuel Deaconess Institute, 34th and Fowler Avenues, Omaha, Nebraska, will also loan you pictures and other materials.

c. Your local and area social missions will undoubtedly be happy to send you a picture or two also.

d. Thirty-two colored pictures of evangelism emphasis can be found on the Primary course leaflet covers:

Course I, First Quarter, Lessons 1, 5, 6, and 7; Second Quarter, Lessons 1, 3, 4, 5, 6, and 7; Third Quarter, Lessons 3, 4, 9, and 10; Fourth Quarter, Lessons 4, 8, 9, and 12.

Course II, Second Quarter, Lesson 3; Fourth Quarter, Lesson 13.

Course III. First Quarter, Lessons 2, 3, 4, and 10; Second Quarter, Lessons 5 and 7; Third Quarter, Lessons 4, 5, 7, 8, and 9; Fourth Quarter, Lessons 2 and 9.

e. Have some pictures taken in your own church of a baptism, a church school class, the congregation at worship, a child inviting and bringing a new pupil to church school, and a child bringing cheer to a sick or lonely person. Use them in this unit.

f. Books and tracts:

Tell Me About Jesus, Jones, is very good for use at Easter.

Good News to Tell, Taylor, tells the story of the beginnings of the Christian Church for the primary child.

Better Than Candy, a tract available in quantity from the Board of Foreign Missions, Augustana Lutheran Church. (Free.)

g. The filmstrip, *Be a Missionary.* Rental $1.00 from the Augustana Audio-Visual Service.

Application Activity Suggestions for Unit A

1. We suggest an Easter Worship Service planned by a committee of children representing the various classes in the department. This work should be done early in Lent under the guidance of a capable teacher, presented to the whole department, and prepared by them for Easter Sunday.

The Easter story as found in the leaflet for Lesson I could be dramatized. The parts in which Jesus appears could be told in retrospect. In view of the evangelism emphasis of the lessons which follow Easter it would be well to spotlight the great commission in this dramatization. With appropriate songs, Scripture readings, and prayers, this would make a lovely Easter observance to which parents and friends can be invited.

Evangelism

2. We are now very conscious of planned activities which apply the lesson aims. Why not lead the children into some active evangelism projects?

a. The overseas evangelism being done in the bush schools of East Africa would be of great interest to the children in this department and perhaps through them to the whole church school and congregation. The Board of Foreign Missions, Augustana Lutheran Church, 2445 Park Avenue, Minneapolis 4, Minn., will be happy to send information about these schools on request.

b. The local evangelism emphasis should be brought very close to these children. Why not let them have an active part in it? See Lesson 6, page 32, Activities 3 and 4. This could be started in this unit and continued through the year.

Thoughts About Unit B
Bible Pictures, Lessons 8-13

1. The fact that each lesson is based on an artist's conception of a Bible story is the adhesive which is meant to unify these six lessons. We believe that a much stronger connection can be made. The Law of God is introduced in Lesson 8. In Lesson 9 Samuel is used as an example of obedience, helpfulness, and love of God, and would lend itself to the uses of God's Law. If in Lessons 8 and 9 the child has been correctly introduced to the two most important uses of the Commandments, the review of the coming of Jesus in Lesson 10 can have far more meaning than a picture study.

Not Works Righteousness

Lessons 11, 12 and 13 can emphasize Jesus' perfect fulfillment of the Commandments as a child, and His willingness and ability to give strength and help. Then bring to culmination this study with His prayer for others in the midst of their rejection and persecution.

Let us be certain of our explanation of God's law to young children. There is danger of giving them the impression that by trying hard they can make themselves pleasing to God. We urge you to study again the Lutheran doctrine in regard to the law, and recommend *The Catechism in Life Today* by Nordgren as a guide.

2. Worship center pictures can be found for each of these lessons in the sets mentioned in the helps for Unit A. They will not be the work of the same artists as the leaflet cover pictures, but even that can be beneficial to a fuller understanding of the truths taught.

National Family Week

3. The booklet suggestion for this unit, Guide page 41, No. 3, could be further motivated if used as a gift to parents for their special days in May and June.

4. If the department wishes to honor the parents during National Family Week a little service could be prepared using some of the worship and activity suggestions given in the Teacher's Guide. This would also serve as a summary of the unit thoughts for the children.

Helps for Teachers of Juniors

Christian Growth Series, Junior II, Third Quarter

By HILVIE M. OLSON

JUST as Lutherans have found the Catechism a very helpful guide in understanding the Scriptures, teachers of Juniors will find the Study Book and Teacher's Guide for the third quarter an exceptionally helpful guide in introducing the Catechism to the Juniors.

Introduction Important

Certainly the introduction is a very important part of anything. It can cause us to like or dislike something very much. The introduction we teachers give to the Catechism can do much to either motivate or destroy the children's appreciation of Luther's most famous book. To help us with this, let us thoroughly study *The Catechism for Juniors* before we begin to teach it.

1. Note the importance of this quarter's work.

A. Note the importance of *The Catechism for Juniors* in the Christian growth of our children. The Catechism is a guide for applying the truths from the Bible to our own lives. Christian growth does not take place until Christ's teachings become a part of our lives. *The Catechism for Juniors* motivates learning of that which is an important part of one's Christian education, shows how the Catechism is Biblically based, and leads the Juniors into a grasp of the truths therein so that they may experience Christian growth.

B. Study the relationship of this quarter's work to the rest of the *Christian Growth Series.* In nearly every lesson of the Junior course in the *Christian Growth Series* there are teachings from the Catechism which apply to the individual lessons. Selections are frequently given as memory assignments. In this particular quarter the Catechism is formally introduced in clear, understandable language for the Juniors. In the Intermediate Department the children will be given a more intensive study of the Catechism.

C. Note the importance of this study in preparation for confirmation. Consult with your pastor as to the version of the Catechism he wishes the children to use, what suggestions he has for you, etc. Let us all work co-operatively as we guide the children step by step in their Christian education.

The Units

2. Study the contents and aims of the material.

A. Study the Table of Contents in your Study Book or Teacher's Guide. Notice that the lessons are not divided into units, but that the subject matter follows the divisions in the Catechism. For your own thinking and planning, it might be helpful to think of it in units such as:

Unit A. The Ten Commandments. Lessons 1-5.
Unit B. The Apostles' Creed. Lessons 6-8.
Unit C. The Lord's Prayer. Lessons. 9-11.
Unit D. The Sacraments. Lessons 12-13.

B. Study the aims for the quarter as found on page 5 of the Teacher's Guide. Restate them and make them your own aims.

C. Determine your aim for each unit. Since the aim for the quarter is to lead the Juniors into a simple grasp of the main parts of the Catechism and their Biblical basis, to motivate the thorough memorization of its skeleton parts, and to cultivate Christian living as an outgrowth of the study, the aim for each unit should be to accomplish this through each separate part of the Catechism studied.

D. Note the aims for each individual lesson as you begin an over-all study of the material.

Author's Intention

3. Study and plan to accomplish your aims.

A. Read through the Study Book and Teacher's Guide to see how the author intended that these aims be met.

B. As you evaluate the suggestions given, consider the age level of the children you teach, your space and equipment for teaching, and the time you actually have for your class.

C. Select the activities you will use to help you accomplish your aims. Since there is such a wealth of suggestions, you may wish to choose one continuing class activity for each unit. Of course you must decide what is best in your situation.

The "Day-by-Day Travel Rec-

ord," as suggested in each lesson, may be undertaken as an activity of the first five lessons. Then it may be dropped or continued, as class interest determines.

A triptych of three pictures representing God the Father, God the Son, and God the Spirit, as suggested on page 42, Teacher's Guide, might be a good class project for Lessons 6, 7, and 8.

For activities to go with the study of the Lord's Prayer, Lessons 9 to 11, each child might make a booklet of prayers as suggested under "Adventuring in Service" on page 58 of the Study Book. The prayers and illustrations could be outgrowths of the separate lessons.

A Channel

D. Give special attention to the opportunities offered in "Adventuring in Bible Reading." Here is a channel through which family devotions might be started in many homes, and through which children may develop lifetime habits. Ask the children's parents to help the children understand the Bible passages. Write letters to the parents or explain to them personally that the passages selected are suitable to most Juniors, but that Juniors need help in understanding what they read and in applying it.

With proper motivation most eager Juniors will readily read these passages, but unless they understand what they read, they cannot receive help therefrom. They may get the impression that the Bible is read only because it is holy, but not because it is of any help to them.

More Than the "Filling In"

Remember that our aim is to guide Christian growth, growth that will continue throughout life. This growth is more important than the filling in of the blank spaces in the Study Book to indicate that the passages have been read.

E. Plan in detail how to accomplish the aims for each individual lesson. "Miss Luce," the fictitious teacher in the Study Book stories, does a beautiful job of teaching the children in her class. Try to copy her methods, if it seems natural. If you can accomplish your aims by other methods, do so. Follow the helps in the Teacher's Guide. Choose and organize your material to accomplish the lesson aims with the children you teach.

The Background

F. Thoroughly study the catechetical and Biblical background

for this quarter's work. Nordgren's *The Catechism in Life Today* is a fine review of the Catechism for teachers, as well as a good text for catechumens. If your church owns the filmstrips on the "Ten Commandments," "Apostles' Creed," "The Lord's Prayer," and "Christian Prayer," splendid aids for teaching confirmands available at your publishing house, study them at a teacher's meeting.

4. Select and gather materials needed to accomplish your aims.

A. Note the suggestions in the Teacher's Guide and the Study Book lessons. Gather what you need.

New Aids

B. Here are some newer materials that would be helpful:

1. The filmstrip in two parts, "The Life of Christ," Christian Education Press. This could be used with the lesson on the Second Article or during a special departmental gathering. Purchasing this for your church school would be an excellent investment, for parts of it could be used at various times in teaching the life of Christ to all ages of children and adults.

2. A set of four lithographs are printed from the filmstrip, "The Life of Christ." Ask your publishing house about them.

3. Parts of the filmstrips, *The Lord's Prayer, Christian Prayer,* and *The Creation,* could be helpful in teaching Lessons 6, 9, 10, and 11. However, it is important that the teacher choose only those pictures which will aid her in teaching *The Catechism for Junior* to Juniors.

4. Flannelgraph on Lord's Prayer.

5. Books:

Nordgren, J. Vincent, *The Catechism in Life Today* (for teachers).

Joelsson, A. G., *A Boy Meets Luther* (for advanced juniors).

Browne, Lewis, *The Graphic Bible* (for juniors).

Martin, Bill and Bernard, *Teach Me to Pray* (for juniors).

5. Teach to accomplish your aims.

A. Make the most of the time and facilities you have. Take advantage of a pre-session as described in Teacher's Guide. Make all parts of your teaching and activities aim-centered.

B. Teach your individual lessons as planned, adapting your material to the age and needs of your students.

C. Consider individual differences among children as you guide

them in group activities and give home assignments. Advanced Juniors should memorize the "Extra" work.

D. Evaluate your teaching after each session. Ask yourself: Are the children grasping the main parts of the Catechism? Are they learning that the Catechism is Biblically based? Are they memorizing the Ten Commandments, the Apostles' Creed, the Lord's Prayer, and the sections concerning the Sacrament of Baptism and the Sacrament of the Altar? Are they understanding this? Are they applying the teachings of this quarter to their Christian living? Are they growing as Christians?

Service Projects

E. Give the Juniors opportunity for applicational activities through service projects. Encourage them to choose at least one "Adventure in Service," as suggested in their Study Books, to do each week. Help them plan to do some of them together.

Remember that your aim in teaching in the church school is to guide children as they grow in fellowship with God, in Christian faith, and in Christian living. (See Desired Outcomes of *Christian Growth Series* on page 4, Teacher's Guide.) May the Lord bless you and guide you as you plan and teach *The Catechism for Juniors.*

"O Lord Jesus, we implore Thee, give to us and all Thy people Thy promised grace, that intent upon fulfilling Thy commission, we may shrink from no labor, withhold no service, and be turned aside by no doubts and discouragements, until Thou dost call us to rejoice in the fruit of our toil in the heavenly Kingdom." AMEN.

Quoted from *"How Old Am I?" Intermediate Christian Growth Series,* by WILSON C. EGBERT.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate II, Third Quarter

By ERNESTINE SANDEN

IT IS educationally fitting that the twenty-six lessons of Old Testament emphasis in the First and Second Quarters should be followed by this freshly different approach to Bible study in which the problems and questions of these youthful Christians are answered in the Word.

Complete Study

Because all thirteen lessons of this quarter are combined into one unit it is more necessary than ever for us to make a complete study of it before beginning to teach the first lesson. Let us make this study during the weeks which precede Easter Sunday, the day on which the first lesson should be taught. Can we arrange to do this as a group of Intermediate teachers and thus share one another's understandings and experiences?

In these studies we should strive to understand the problems of the adolescent youth in the spirit of Christ through prayerful study of the Biblical basis and other resources given for the quarter and each lesson. The Teacher's Guide gives abundant and excellent help in this. We should be thankful to God for such guidance and use it to the fullest. Your attention is called to the following books and filmstrips released in 1951;

The Life of Jesus, Donald Irvin.

The Bible Story for Boys and Girls: New Testament, Walter Russell Bowie.

The Life of Christ, in two filmstrips with scripts produced by the Evangelical and Reformed Church.

Inquire at your publishing house and audio-visual service for these.

Adolescence Is a Door

It has been said, "Adolescence is like the opening of a door into a world much bigger and more beautiful than anything contemplated before, but it is also the entry into a sphere of greater dan-

gers, perhaps the worst of these being disillusionment and loss of faith."

We have in our classes young people who are of three types, (1) those whose background in home, church, and school has been such that they are ready for continued growth into Christian maturity, (2) those whose opportunities have not been so good but who have a vague desire to know about God and their relationship to Him, and (3) those who in early childhood were sincerely interested in Christianity, but have come to believe, through the actions and remarks of adults, that such faith is only for little children or possibly the elderly, and are casting it off as of no further use to them.

Pray for Grace

These facts reveal our responsibilities as teachers of Intermediates in the church. The very thought of their magnitude can only drive us to pray for grace that we may even dare to begin the task.

Let us put our supplication in the words of a prayer found among the worship suggestions for Lesson 13 of this quarter: "O Lord Jesus, we implore Thee, give to us and all Thy people Thy promised grace, that intent upon fulfilling Thy commission, we may shrink from no labor, withhold no service, and be turned aside by no doubts and discouragements, until Thou dost call us to rejoice in the fruits of our toil in the heavenly Kingdom. Amen."

Give to us . . .
Thy Promised Grace

Have we ourselves discovered God in Christ or are we the blind leading the blind? Self-generated teaching of the Word is blasphemy. We know that we do not fool God. Can we possibly deceive ourselves and think that we deceive the youth? There is no other prayer for us than "Give to us . . . Thy promised grace."

Grace, Christ's love, so freely given to us in many ways, but chiefly in the experience of sin revealed, repented, confessed, forgiven, and in the strength given to walk His way. This "grace upon grace" must be our daily prayer request and experience if we can hope to be able to interpret the meaning of this greatest of all gifts to young people. "Give to us . . . Thy promised grace."

That Intent upon Fulfilling
Thy Commission

Not least among the graces given by Christ to those who fol-

low Him is the great commission, "Go thou!" We pray that it may be our intense desire that other lives may be made meaningful in Christ through us.

The answer to such a prayer is the Christ-given understanding and strength to carry on His work. To catch a glimpse of the power of this grace over cowards such as us, we read Acts 2 to 8. May this power work in us and through us.

We May Shrink From No Labor

In honesty we must admit that we seek the path of least effort when it comes to our work in the church school. When we have studied the masterful outline given us in the Teacher's Guide and the Study Book for this quarter it will become evident that none of us should dare to open the door of his classroom Sunday morning without having been led by Christ's spirit in many hours of prayer, study of the Bible basis, defining of aims, planning of actual procedure, and preparation of materials for the class. Do we shrink from this labor? Should a Christian even call it labor?

Because of our human frailty and aptitude to will and not to do, we must continually pray that "we may shrink from no labor." Our prayer will be answered. Christ will overcome those excuses which we humans present. He will put first things first in our lives. This is another of Christ's gifts of grace.

Withhold No Service

Has it ever occurred to us that the Intermediate young people need a dynamic program of activity in the church which will give them the social contacts and the opportunity for service which they seek in a wholesome Christian atmosphere? Many of us have known that as teachers we should be getting something started, but we have withheld this service for personal reasons which before Christ would be utterly inadequate.

There are other services, too. What about meeting with the parents before each quarter begins to give them a bird's-eye view of our plans and give them in their rightful place in this great task? How about visiting the homes or asking to meet with the pastor in order to correlate our church school work with that which will be done in the confirmation class?

All these are services to the youth and through them to Christ our Lord. May He grant us grace

to see visions of service and strength to bring them to fulfillment.

And Be Turned Aside by No Doubts and Discouragements

It is no secret that doubts and discouragements beset those who work in the Kingdom. We are reminded that John the Baptist, who had pointed to Jesus and announced to his disciples, "Behold, the Lamb of God," struggled with doubts and discouragements in Herod's death cell. He sent his inquiries to the right Person, and received the answer he needed.

Our doubts and discouragements have a threefold source, the devil, the world, and our own flesh. How easy it is for us to doubt the good intentions of those we work with: the pastor, our pupils, their parents. Actually, we are permitting the devil to cause us thus to hinder the coming of Christ's kingdom in our own church.

To be sure, there are reasons for discouragement in our work, but the chances are that most of them have their roots in the fact that we have not continued in prayer. We have begun to seek self-glory and not the glory of Christ. To such hearts and minds soon come discouragement with what is being done and how it is being accomplished.

It is imperative that we ask the Lord to keep us from doubts and discouragements which have their beginnings in our own lack of consecration. Consecration is another of Christ's gifts of grace.

Until Thou Dost Call Us to Rejoice in the Fruit of Our Toil in Thy Heavenly Kingdom

In the church school it is necessary for those who lead and guide the activities to know and be satisfied that the reward is the Lord's to give. Appreciations are rarely voiced by the youth of this age. He is either too self-conscious or just thoughtless. We must always keep in mind that to receive such expressions is not our goal.

Those who have worked in this department for a number of years have seen results of their labors which bring joy to the heart similar to that among the angels over the one sinner which repents. This grace will have its great consummation at the hand of God in heaven. "If any man serve me, let him follow me, and where I am, there shall also my servant be; if any man serve me, him will my Father honor," are Jesus' words in John 12:26.

News and Views

By JOHN HILTNER

No Lesson Today

"And what lesson did you teach your class today?" I asked a young teacher after Sunday school. "Oh, we didn't get around to the lesson today," the young man replied. "By the time we had taken the attendance and the offering, and distributed the new leaflets, the time was up."

My young friend hesitated a moment. Then he added: "It wasn't much of a lesson, anyway."

Can you tell me what was wrong?

The Story of the Rogers Family

Do you have parents in your congregation who are not cooperating in your work with their children? Do you have difficulties in starting an adult class? Is your adult Bible class a sick affair? There is a new filmstrip with records which may be of real help. *Redeeming the Time* shows what family participation in Bible study can do for both children and parents.

The story of the Rogers family meets all the old arguments: Sunday school is for children. Adults cannot learn. Church attendance is enough. We have learned all we need to know.

Show this picture to every adult group in your congregation. It could change the life of your Sunday school and of your church. Family participation in Bible study is of supreme importance. Order the filmstrip from your audio-visual aids dealer. If he cannot provide it, drop me a line. By all means, see *Redeeming the Time.*

Two and a Half Million

The National Lutheran Council has just released its annual statistical report. In 1950 the combined Lutheran churches had an enrollment of 2,503,100 pupils in their 24,652 church schools. An army of 247,304 teachers taught an average of ten pupils each.

The church school has a big job on hand. And this job will get bigger. According to a report of the U. S. Commissioner on Education, one million more children will be going to school next fall than there are in school now, and there are more than 15,000,000 children under five in the U. S.

Are we ready for the task? A church school that is not growing is falling down on the job.

Chips

"If you want a boy's respect, respect the boy." Anon.

"I love God and every little child." Jean Paul Richter.

"The teacher is the most important officer in the Sunday school."

"Some people grow under responsibilities; others just swell (with pride)."

"One of the greatest tragedies of the Protestant church is that so little attention has been given to the preparation of teachers." Clarence Benson.

Do you agree?

THE MANNER OF LEADING GROUP SINGING

There should be a minimum of talking on the part of the leader. A brief introduction to the hymn will often be very valuable. This introduction may deal with the history or the content of the hymn. It increases the interest of the singers and makes the singing purposive. It seems wise to limit the request type of selection, especially where lower standards of hymnody prevail. Then, too, we ought not play the music for effect only. Some variations in the way that hymns are used may create interest, but let us use sparingly such methods as "girls sing," "boys sing," lest the true purpose of music in the Sunday school be forgotten.

The Lutheran Teacher, February 1952.

The Catechism Visualized

By ARNOLD H. JAHR
Secretary, Committee on Visualizing Luther's Catechism

TODAY we had the delightful experience of receiving a free copy of the filmstrips, *The Ten Commandments Visualized.* We can scarcely tell you how thankful we are for this gift. This is the first visualizing of the Catechism we ever saw in Norway. The idea seems not to have occurred amongst pedagogues in our country. So we hope this film will stir our people to make some of the same kind . . . . We feel sure that this means is going to bring great blessing to our school and Christian teaching."

So wrote Bjarne Hareide, "Styrer" of the Institutt for Kristen Oppseding, Oslo, Norway, on May 30, 1949, upon receiving a complimentary set of the filmstrips, *The Ten Commandments,* prepared by *The Committee on Visualizing Luther's Catechism.*

Since Then
Two More Parts

Since that time this intersynodical committee has completed the Apostles' Creed and the Lord's Prayer, and is presently engaged in visualizing the teaching of the Sacraments.

The work of the committee dates back much farther than Bjarne Hareide's letter would indicate. The idea of visualizing the Catechism originated within the Executive Committee of the Wartburg Film Service, Inc., Wartburg College, Waverly, Iowa, in the fall of 1944. The idea was presented to the Board of Parish Education of the American Lutheran Church, and was accepted as a special project by this Board. The project was then assigned to the Executive Committee of the aforementioned Film Service for further development.

Immediate Response

The executive officers of the Wartburg Film Service invited the Boards of Parish Education of all the member bodies of the American Lutheran Conference, as well as of the Lutheran Church—Missouri Synod to join in planning the project of visualizing Luther's Catechism. There was an immediate and enthusiastic response.

Out of the first meeting held at the Augsburg Publishing House, Minneapolis, Minnesota, in April 1945, developed *The Committee for Visualizing Luther's Catechism,* with the following members: Mr. Paul G. Kiehl, chairman (Missouri Synod), Pastor Arnold H. Jahr, secretary-treasurer (American Lutheran Church), Pastor Constantine E. Nestande (Evangelical Lutheran Church), and Dr. J. Vincent Nordgren (Augustana Lutheran Church).

Participants

In the intervening period of almost seven years the following from the respective synodical bodies have taken part in the planning and production of the visualized Catechism: Lutheran Church-Missouri Synod: Paul G. Kiehl, Wm. A. Kramer, A. C. Mueller, Melvin Schlake; American Lutheran Church: Arnold H. Jahr, John Hiltner, Sig H. Sandrock, Sr., Erich Hoefer, Raymond A. Vogeley, Gerhard H. Doermann, Wilson Egbert; Augustana Lutheran Church: J. Vincent Nordgren, W. E. Benson, John Holmen, Lael H. Westberg, Paul M. Lindberg; Evangelical Lutheran Church: Constantine E. Nestande, J. C. K. Preus, T. C. Thorson, Oscar Anderson.

At present the official representatives of their respective church bodies are: Mr. Wm. A. Kramer, chairman; Pastor Arnold H. Jahr, secretary-treasurer; Pastor Constantine E. Nestande; Dr. Paul M. Lindberg.

Slow But Sure

This project was so completely different, and so basically important for the teaching programs of the respective bodies, that progress was necessarily slow. But not once was this due to any disagreement between the constituent groups. The heartiest co-operation and the finest spirit of agreement upon the basic doctrines of the Church have characterized the work of this committee, helping to cement the respective synods closer together in a feeling of mutual respect and understanding.

August 1947

The work has progressed slowly because of the great care with which the committee has carried on its assignment, and because of the fervent desire to offer to the Church visual teaching tools which would best serve the purposes for which they are intended.

The Ten Commandments in

filmstrip reached the market in August 1947. *The Apostles' Creed* filmstrips were ready for distribution by May 1950. The filmstrips on *Prayer,* and *The Lord's Prayer* reached the market near the end of November 1951.

Until All Satisfied

Forty-one meetings of the committee have been held to bring the project to its present stage. In between meetings the members were busy on individual assignments. At the meetings the work done by these individuals is thoroughly discussed and carefully reworked until all are satisfied. This usually takes from three to four meetings. Then the scenarios are turned over to the producer, and artists are assigned to prepare the illustrations. The rough sketches are first submitted to the committee and necessary changes made. The partially completed illustrations are then thoroughly studied by the committee before approval is given to the artist to complete his work on that particular frame of the filmstrip.

Final Approval

After all the pictures are completed on a particular filmstrip the entire group of illustrations is reviewed once more and final changes made before they are sent to the west coast for photography. Another meeting of the committee is then held to check on the test filmstrip. After this has met with complete approval the filmstrips are ready for mass production for retail distribution.

Manuals

While the above processing of a completed scenario from words to pictures is taking place, the committee is engaged in preparing a manual for the filmstrips. These manuals go through the same gauntlet of careful scrutiny by the entire committee before they are ready for the printers. These manuals, prepared by Pastor Arnold H. Jahr, except for the *Ten Commandments* manual prepared by Dr. John Hiltner, include not only a running commentary and study material for the preparation of the instructor using the filmstrips, but discussion questions as well and suggested projects for the class.

Over $37,000 has been expended in visualizing the first three parts of the Catechism. By the time the project is completed the final total may be approximately $45,000.

Over 600 entirely new drawings by talented artists hired for this

project make up the visualizing of the Catechism thus far. The labor entailed in their production accounts also for the length of time that it has taken to get the filmstrips on the market.

Over $200,000

The production and distribution of the filmstrips is under contract with Church-Craft Pictures, Inc., St. Louis, Missouri. Over $200,000 worth of filmstrips have now been sold through the national set-up of Church-Craft dealers. The amazing part of the sales story is that slightly more than half of this volume has been outside the circles of the four constituent synods. Churches of practically every Protestant denomination are using them. The filmstrips have made their way into many corners of the earth including the Scandinavian countries, Germany, England, Australia, New Guinea and India. Foreign missionaries have found them very helpful.

How Used?

The filmstrips have been prepared with the confirmation class especially in mind, yet they have been used in many different ways.

The American Lutheran Church has completed a three-year cycle of Vacation Bible School material integrating the use of these filmstrips under the titles: *God's Law, My Christian Faith,* and *Our Lord's Prayer.* The filmstrips are also widely used in Sunday schools, weekday church schools, confirmation classes for adults as well as children, and Bible classes for young people and adults.

Congregation Meetings

In some congregations the filmstrips have been used as the basis for the devotional portion of the meetings of the congregation's organizations. The writer has used *The Apostles' Creed* filmstrips in that manner during 1950. In the present year he is planning to use the filmstrips on *Prayer* and *The Lord's Prayer* in that way. During the first two meetings *Prayer* in general will be studied. Then on each of eight succeeding meetings the introduction and seven petitions of the Lord's Prayer will be the basis for devotional consideration. Thus by using the Catechism filmstrips with adult groups it is possible to brush up on the instructions received in confirmation classes.

The prices for the filmstrips are: Ten Commandments Visualized, set of 10, $20.00; The Apostles' Creed, "Creation," one filmstrip

in color, $10.00; "Redemption," set of two filmstrips, $6.00; "Sanctification," set of three filmstrips, $9.00; Prayer, one filmstrip, $4.00; The Lord's Prayer, set of four filmstrips, $10.00. All are black and white with the exception of the "Creation" filmstrip.

First Time in History

If you are not already using these practical filmstrips, order them at your earliest convenience from your Church's audio-visual aids supplier. Every Lutheran Church should own a set. It is hoped that within twelve to eighteen months the remainder of the Catechism may be completed. Then Luther's Catechism will be completely visualized for the first time in its history of almost 425 years!

"Jesus is the master teacher of all ages. His teaching was material centered, for it brought men a definite message from God; pupil centered, for Jesus was interested in individuals and their needs; and experience centered, for it grew out of life situations and led into life's daily experiences.

"The teaching of Jesus was plain and simple, yet profound in its meanings; popular, for multitudes crowded to hear him; psychological, for He knew what was in man; pedagogical, for Jesus made good use of questions, illustrations, projects, and even the laboratory method of leading learners into larger understanding, skill, and service."

From MILTON HAKER'S booklet, *Methods for Workers with Seniors.*

May Smith's Storytelling Class

By RUTH SWANSON
Augustana Board of Parish Education Staff

Part II. Preparing the Story

This is the second article on story telling by Miss Swanson. Part one appeared last month.

IT WAS Friday evening. Jim had just left for Brotherhood meeting. Janice almost audibly voiced the opinion that she hoped the girls would come soon, when the doorbell rang.

" Hi, Janice!" They all greeted her at once. "We've been buzzing on the way over," said Opal. "We think it was a smart idea to suggest this interesting way for us to learn to be more effective teachers."

"I'm glad that you gals don't mind meeting so often, but I really feel this is important. Let's begin right away. I'm sure May has many things to tell us!" suggested Janice.

"Yes, girls, this is a very important part of effective teaching, so let's work on this together!" explained May.

"Fine! Good! That'll be interesting!" responded the girls.

"Really, there are only four main parts in preparing a story," said May. "They are: appreciation, analysis, visualization and practice.

Appreciation

"In order to tell a story well, we must appreciate it ourselves, because our child audience will appreciate the story only to the extent that we appreciate it."

"Maybe we don't appreciate some of our lesson stories as much as others," broke in Eloise. "Can you give us some ideas as to how we can develop an appreciation?"

"Well, first of all, take your story seriously, or you can not tell it in a convincing, appealing way. Discover, from your reading and rereading the story, the message or the lesson it has for the child, and believe in it yourself. You know, children are the first ones to sense a lack of sincerity. I like to read it from several versions including those in child language from Bible story books.

"Read the setting for the story direct from the Bible. Use Bible

commentaries and dictionaries. This will increase your background and give you a broader understanding of the story you are to tell. When you appreciate the story and understand its meaning and message, you are ready to concentrate every effort toward getting that message over to the child. However, only as you understand the child and his attitude, as well as the material you give him, can you do that effectively."

"Say, understanding our children could be a topic for another department meeting," May interrupted herself.

"I need that! Don't we all!" The girls were enthusiastic.

May jotted down the suggestion in her notebook; then continued, "Now I want your help with the second part of the preparation outline.

Analysis

"In analyzing a story we divide it into four parts: 1. the beginning, 2. events leading to the climax, 3. the climax, and 4. the conclusion. Let's take the story of Abraham and Lot and prepare that for telling to our beginners."

Before May had time to tell the girls where to find the story, Mary Ann had found it. "That's the first part of the 13th chapter of Genesis," she announced.

All the Bibles were quickly opened to the story referred to and May began, "We'll use the first 12 verses since that tells of Abraham's separation from Lot. Read it through, then go back and decide how much of it might be considered the beginning. Remember the beginning introduces the characters and sets the stage."

May found herself comparing this with her supervised study periods at school. Eloise was the first to speak. "Would you use more than the first two verses?"

"Oh, I think verse 5 needs to be included too so we introduce the idea that both Lot and Abraham had big flocks."

"That's right, Janice," said May. "With those three verses, we will introduce Abraham and Lot and tell important things about them."

"The next step was listing events leading to the climax, wasn't it?" asked Elaine.

"But we need to know what the climax is first," said Mary Ann.

"My, how glad I am that these girls are interested," thought May, but she said, "That's true, Mary Ann, have you decided what the climax is?"

"I think it is Lot's decision, as told in verse 11," was the quick answer.

"And I think you are right! Now let's list the events leading to that decision," was May's next suggestion.

"Can we go back to verses 3 and 4 and tell of the journey to Bethel?" asked Opal.

"Oh yes, and be sure to include Abraham's thankfulness as indicated in verse 4," said May.

"It seems to me that the strife between the herdsmen and the reason for it would be the next step," said Janice.

"Abraham's discussion with Lot and Lot's effort to decide led right into the climax in verse 11," said Elaine.

"Yes, so this is the sequence of events: the journey to Bethel, thanksgiving to God, strife among the herdsmen, Abraham's discussion with Lot and his wondering what to do," read May from her notebook. "The next step is the climax and you have already indicated that, so let's find the conclusion."

"That, very obviously, is verse 12 which tells the final outcome," suggested Opal.

"Fine! Now that we have analyzed the story, most of your preparation is done although we have completed only one-half of the steps," began May.

"I know the next step is visualization," interrupted Elaine, "but I don't exactly understand it."

Visualization

"May I suggest, girls," explained May, "that most story tellers do not memorize their stories, but they see word pictures so clearly that all they have to do is to tell what they see. We have no right to call ourselves story tellers if we are unwilling to spend the needed time in accurate visualization. After you have analyzed a story, you need to think through the sequence of events and establish them clearly in your mind. Close your eyes and figuratively let each scene become as real as something you have actually experienced.

"It is obvious that we can not use only the words we read in Genesis 13:1-12 to tell this story to our four and five year olds. We will need to put it into their language, filling in all necessary details, adding a touch of color here and there to help them see the picture more clearly.

Careful, Now!

"Just as there are some principles in story telling about which

we need to use care, so there are things we must try to avoid in preparing our stories. We must not tack on a beginning any more than we should tack on a moral at the end of our story. A story can be spoiled by an explanatory preface which is not at all needed. Remember to keep your beginnings very short—make them word pictures which little children can understand and in which they will be really interested. Likewise, a good conclusion emphasizes naturally the aim of the story without any further explanation.

Tell It to the Tables

"This next thought may sound a bit foolish, but believe me, girls, it isn't! Practice telling your story before you present it to your class. Tell it to yourself, to the tables and chairs, to an imaginary audience, always aiming to do it so unhesitatingly as to secure and hold the attention of those who will hear you. Of course, the best way to practice is to tell it to children. Elaine, your baby-sitting job would be a real opportunity."

"Yes, and I hope Mary Ann and John will say, 'Tell it again!' instead of 'Read it again,' like they do now. Thank you, May, for all the help you have given us tonight." Elaine was sincere and she voiced the opinion of the entire group.

"I think we should have meetings like this more often when you can help us with these special things we need to be more efficient teachers," suggested Eloise.

"Thank you girls! I'd love to! Come to my house any Thursday night, my roommate is taking an evening class at the U and we can have the whole house to ourselves," invited May. She quickly excused herself to meet her mother who was coming in on the night train.

As she walked toward the station May breathed a prayer of thanksgiving—her teachers really were interested in "t e a c h e r growth" now.

Tell me the stories of Jesus I love to hear;
Things I would ask Him to tell me if He were here:
Scenes by the wayside, tales of the sea,
Stories of Jesus, tell them to me.

The Junior Hymnal

Write Your Congressman!

New York (NLC)—A plea that Congress broaden the stated objectives of United States foreign aid legislation "to provide positive demonstration of American concern for the well-being of our fellow humans in need," was voiced here by Lutheran World Relief, Inc., one of the major voluntary agencies engaged in relief activities abroad.

Aimed at the Mutual Security Act which was passed by Congress last year, the statement was issued today by Bernard A. Confer, administrative secretary of Lutheran World Relief, the material aid agency of the National Lutheran Council, with headquarters at 50 Madison Avenue at 26th Street.

The statement pointed out that, effective next July 1, the Mutual Security Act "restricts economic assistance to foreign nations to projects specifically in the interests of the security of the United States."

While noting that "substantial improvement" in the economic and social well-being of millions of people in a number of countries has been made possible by aid from the Economic Co-operation Administration, the statement stressed that "millions of refugees, victims of war or persecution, are still destitute."

We are convinced that the humanitarian concern of the American people ought to be reflected in the policies of our government," the relief agency said, adding that "in efforts to increase the well-being of peoples in the long run lay the firmest foundation for good will and peace among the nations."

Under the Economic Co-operation Administration, voluntary relief agencies were reimbursed for the cost of ocean transport on relief supplies shipped to Germany, Austria, Italy, France, Trieste, Greece and Formosa. This subsidy, for nearly four years, has averaged more than $1,000,000 annually.

The grants were justified on the grounds that the church relief programs were a valuable complement to the government's program for economic recovery of war-ravaged countries.

However, the State Department's Advisory Committee on Voluntary Foreign Aid has indicated to the agencies that after July 1, when M.S.A. takes over, such reimbursements will be justified only on the basis of whether they are necessary "for carrying out mutual defense programs."

According to Mr. Confer, who is chairman of CRALOG (Council of Relief Agencies Licensed for Operation in Germany), the agencies are concerned over the future of their programs as a result of the shift in emphasis of United States foreign aid policy from economic recovery to rearmament. He said relief officials are making a thorough study of the many implications of the new policy as it affects their relief activities abroad.